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MEETING SPECIAL NEEDS OF PUPILS IN MILWAUKEE PUBLIC SCHOOLS, SPRING SEMESTER, 1966-67.
MILWAUKEE PUBLIC SCHOOLS, WIS.

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THIS REPORT ON EDUCATIONAL PRACTICES IN THE MILWAUKEE PUBLIC SCHOOLS SUMMARIZES THE EFFORTS BEING MADE IN THE SCHOOLS TO PROMOTE EQUAL AND QUALITY EDUCATION. THE SECTION ON CURRICULUM AND INSTRUCTION CONTAINS REVIEWS OF THE REGULAR SCHOOL PROGRAM, COMPENSATORY ACADEMIC AND CULTURAL ENRICHMENT PROGRAMS FOR ELEMENTARY AND SECONDARY SCHOOL STUDENTS, SPECIAL EDUCATION PROGRAMS FOR PHYSICALLY, MENTALLY, OR EMOTIONALLY HANDICAPPED CHILDREN, REHABILITATIVE PROGRAMS FOR SOCIAL ADJUSTMENT, AND VOCATIONAL AND BUSINESS EDUCATION PROGRAMS. ANOTHER SECTION ON THE SCHOOLS' SUPPORTING SERVICES DISCUSSES THE PROVISIONS FOR GUIDANCE COUNSELING, EMPLOYMENT PROGRAMS, PSYCHIATRIC, PSYCHOLOGICAL, AND SOCIAL WORK SERVICES, AND EDUCATIONAL RESEARCH PROGRAMS. THE SECTION ON STAFFING DESCRIBES THE PROVISIONS FOR CLASSIFIED SECETARIAL PERSONNEL, PROFESSIONAL PERSONNEL, AND PROJECTS FOR PROFESSIONAL PERSONNEL SUCH AS THE NATIONAL TEACHER CORPS PROGRAM. CONTAINED IN THE APPENDIX IS A LIST OF SPECIAL PROGRAMS ARRANGED ACCORDING TO THEIR CHRONOLOGICAL DEVELOPMENT, AND THE NAMES OF SCHOOLS OFFERING A PARTICULAR PROGRAM OR SERVICE. ALTOGETHER, MORE THAN 80 PROJECTS AND SERVICES ARE LISTED. (LB)

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MEETING SPECIAL NEEDS of PUPILS in MILWAUKEE PUBLIC SCHOOLS

Spring Semester, 1966–67

CD 004 368

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

TO THE BOARD OF SCHOOL DIRECTORS:

This report covers one of our chief concerns: "Meeting Special Needs of Pupils in the Milwaukee Public Schools." It provides brief descriptions of certain programs and services being conducted during Semester II of the 1966-67 school year.

You will be pleased to learn that the Board has authorized more than eighty different projects and special provisions designed to supplement the school system's regular programs of curriculum, guidance, and supporting services. Many of these are relatively large projects which have great impact upon hundreds and thousands of children. Others are smaller in scope but equally important for the individuals involved.

To keep you apprised of school operations in the areas indicated above, we have gathered basic facts and figures for your information. These include data about (a) the plan for each project or the purpose of a particular provision, (b) the number of schools participating in the program, (c) the number of pupils served, (d) the number of staff members assigned, and (e) the source of funds - local, state, or federal.

In the Appendix you will find a summary of the chronological development of the special programs described in this report. Included also is a list of the schools participating in each of the projects.

We believe that the Board and the community will experience a sense of satisfaction and pride after reading this report. We all realize, however, that more remains to be done in meeting the special needs of pupils in today's urban schools. These challenges can only be met to the degree that additional funds, increased staffs, and more facilities become available.

Respectfully submitted,

H. S. Vincent
Superintendent of Schools

May 15, 1967

MEETING SPECIAL NEEDS

OF PUPILS IN THE MILWAUKEE PUBLIC SCHOOLS

Semester II, 1966-67 School Year

Page

Introduction. 1

I. Curriculum and Instruction

A. Regular K-12 Program

1. Instruction for Non-English Speaking Pupils 2
2. Orientation Centers for In-Migrant and Transient Children . 2
3. Additional Instructional Resources. 2

B. Compensatory Education Services - Elementary

1. Special Staffing Formula for Certain Schools 3
2. "Head Start" Kindergarten Centers for Four-Year-Olds . . 3
3. Special Remedial Teachers in Basic Skills 3
4. Art Experience Program. 4
5. Music Experience Program 4
6. Special Physical Education Teachers 4
7. Speech and Language Skills Program. 4
8. Research and Instructional Units 5
9. Elementary School Instructional Resource Centers . . . 5
10. Outdoor Education - Field Trip Program. 5
11. Elementary Enrichment Summer Schools 5
12. Summer Program of Library Reading Rooms 6

C. Compensatory Education Services - Secondary

1. Special Staffing Formula for Certain Schools 6
2. Project in Secondary English Language Arts. 7
3. Project in Secondary Foreign Language 7
4. Project in Secondary Home Economics 7
5. Project in Secondary Mathematics 7
6. Project in Secondary Science 8
7. Project in Secondary Social Studies 8
8. Expanded and New Art Experiences 8
9. Secondary Music Experience Program. 9
10. Secondary School Instructional Resource Centers . . . 9
11. School - Work Project for Adolescent Boys 9
12. Neighborhood Youth Corps Program 9

D. Special Education Programs - Elementary and Secondary

1. Schools for the Orthopedically Handicapped 10
2. Home and Hospital Instruction 10
3. Educational Services for Deaf and Hard of Hearing . . 10
4. Study-Work Program for the Deaf 11
5. Educational Services for Blind and Partially Sighted. . 11
6. 'Special C' Classes for the Educable Retarded . . . 11
7. Teacher Aides in 'Special C' Classes. 12
8. Classes for the Trainable Retarded 12
9. Occupational Adjustment Program for Mentally Retarded . 12
10. Learning Impairment Program 13
    Classes for the Emotionally Disturbed
    Classes for Children with Specific Learning Disabilities
11. Child Study Center 13
12. 'Special B' Classes for Underachievers 13
13. Study-Work Program for the Emotionally Disturbed. . . 13
14. Regular Program of Reading Improvement Services . . . 14
15. Before- and After-School Reading Centers. 14
16. Speech Therapy Program 14

E. Social Adjustment - Rehabilitative Programs

1. Special Opportunity School Program 15
2. Orientation and Rehabilitation Centers 15
3. Group Counseling Services in Secondary Schools . . . 16

F. Other Developments

1. Expansion of Vocational Education Program 16
    Trade and Industry Classes
    Capstone Business Education Classes
2. Cooperative Training Program in Business Education . . 17
    Office Education
    Distributive Education

II. Supporting Services

A. Guidance and Counseling

1. Increased Guidance Services (ESEA) 18
2. Increased Vocational Guidance (Voc. Educ. Act) . . . 18
3. Elementary School Guidance Services 18
4. Elementary Guidance in Remedial Teacher Program . . . 18
5. 'Swing Shift' Guidance Counseling 19
6. Social Improvement Program 19
7. 'Project Destiny' 19
8. 'Project Upward Bound' 20
9. Special College Tours 20
10. University-Tutorial Programs. 20

11. 'How to Get the Job You Want' Clinics. 20
12. Company Visitation Program 21
13. Wisconsin Telephone Company Projects 21
14. Youth Employment Projects 21
15. School Referrals to Wisconsin State Employment Services. . 22

B. Psychological Services and Educational Research

1. Increased Psychological Services (ESEA) 22
2. Increased Educational Research (ESEA). 22
3. Programmed Instructional Materials. 23
4. Primary Mental Health Program 23
5. Volunteer Teacher Aide Program 23

C. Pupil Personnel and School Social Work Services

1. Increased Social Work Services (ESEA). 24
2. Field Counseling Services 24
3. Psychiatric Social Work Services 24
4. Intensive Casework Unit 25
5. Lay Worker Project in School Social Work. 25

III. Staffing Provisions

A. Professional Personnel

1. Non-Teaching Vice-Principals in Elementary Schools . . . 26
2. Increased Supervisory Services 26
3. Department of Federal Projects 27
4. Coordinator of School-Community Programs. 27
5. National Teacher Corps Program 28
6. In-Service Workshops for Teachers 28
7. Orientation Program for New Teachers 28
8. Cooperative Training Programs for College Students . . . 29

B. Classified Personnel

1. Additional Secretarial Assistance to Schools 29
2. Secretarial Assistance for Federal Projects. 30

Concluding Statement. 30

APPENDIX

A. Chronological Development of Special Programs 32

B. List of Schools Participating in Special Programs 35

MEETING SPECIAL NEEDS

OF PUPILS IN THE MILWAUKEE PUBLIC SCHOOLS

Semester II, 1966-67 School Year

The Milwaukee Public Schools' philosophy of education is based upon a recognition of individual differences among all pupils. Curriculum and instruction are planned accordingly. Special programs are established, wherever possible, to accommodate those children whose exceptional needs of various kinds cannot be met in regular classes. Such provisions are made, for example, to serve the handicapped, the disadvantaged, and the disruptive.

In addition, the regular K-12 program of instruction is adapted, as needed, to keep abreast of change. This is accomplished through continuous study and refinement of the over-all curriculum. Among other developments, new courses may be introduced from time to time, or existing programs may be enlarged in the several subject areas. An example here is the recent expansion of vocational education made possible by financial assistance provided under the Vocational Education Act.

As indicated in this report, Milwaukee's Board of School Directors has authorized over eighty different projects and services designed to meet pupils' special needs. These activities are conducted at the elementary and secondary levels. Some are carried on in most schools, if not all. Many others are concentrated in city areas of high pupil population density and mobility.

The following summary tells what is presently being done in Milwaukee to ensure quality and equality of educational opportunity for pupils in the city's 154 public schools. While it describes many new programs, it also reviews a number of others that have existed for as long as fifty years or more. This points up the fact that the school system has long been interested in the special needs of the children it serves.

PART I - CURRICULUM AND INSTRUCTION

Provisions described in this section are (a) certain classes approved by the Board as a part of the regular school program, (b) compensatory education projects and services, (c) the Special Education Program, (d) rehabilitative programs for disruptive pupils, and (e) other related instructional developments.

Only minimum details are set forth. Obviously, much could be written about each of these activities: its aims and objectives, selection and placement of pupils, assignment and in-service education of teachers, course content and teaching methods, instructional resources and physical

facilities. Such information is available from other sources.

A. Regular K-12 Program

1. Instruction for Non-English Speaking Children - This program serves approximately 150 newly arrived Puerto Rican and foreign-born pupils. It includes (a) special classes for non-English speaking children at Vieau School and at Lincoln High School, and (b) the services of itinerant teachers assigned to 33 other elementary and secondary schools. These visiting teachers work with regular classroom teachers to help pupils learn to communicate in English and adjust to their new community.

No. of Schools: 35	Program Started: Special Services, 1953
No. of Teachers: 5	Itinerant Teachers, 1962
No. of Pupils: 150	Source of Funds: School Board
	Annual Budget: $32,615

2. Orientation Centers for In-Migrant and Transient Children - These centers are organized to provide educationally and culturally disadvantaged children with learning opportunities beyond those possible in the regular classroom in order that they might become better adjusted to their new community and schools. The ultimate goal is placement in a regular classroom where these pupils can make satisfactory progress. To this end, the curriculum is ungraded, instruction is individualized, and classes are limited to 20 pupils.

No. of Schools: 9	Program Started: Fall, 1960
No. of Classes: 10	Source of Funds: School Board
No. of Teachers: 10	Annual Budget: $111,586
No. of Pupils: 190	

3. Additional Instructional Resources - Additional instructional materials are provided to meet the identified special needs of children. Multi-ethnic readers, high interest - low vocabulary books, special resource materials, etc. are provided to strengthen teaching-learning opportunities in the classroom. Additional Board funds, over and above the amount usually budgeted for books and instructional materials, are made available as particular school or classroom needs are identified by teachers, principals, and central office staff members.

No. of Schools: 154	Source of Funds: School Board
	Annual Budget: $15,000 - $20,000

(b) In addition to Board funds, Titles I and II of the Elementary and Secondary Education Act enabled the school system to obtain supplementary materials for the reading program. Under Title I, specialized teaching materials and equipment as well as supplementary books were obtained for reading improvement centers and regular classrooms. Under Title II, reading

readiness materials and supplementary books were provided for regular classrooms throughout the city.

No. of Schools:		Source of Funds:	ESEA,* 100%
Title I -	50	Amounts Provided:	
Title II -	154, as needed	Title I -	$200,000 (approx.)
		Title II -	$232,500

B. Compensatory Education Services - Elementary

1. Special Staffing Formula for Certain Schools - A lower teacher-pupil ratio is maintained in 28 elementary schools located in areas of high pupil population density and mobility. A special staffing formula is applied to reduce the size of regular classes and, thereby, to afford teachers more opportunities for meeting pupils' individual needs. As a result, these schools have classes averaging 31.4 pupils, while the remaining elementary schools in the city average 34.5 pupils per regular class.

No. of Schools:	28	Program Started:	1963
No. of Teachers in Regular Classes:	611	Source of Funds:	School Board
No. of Pupils in Regular Classes:	19,171	Estimated Cost:	$429,550-plus cost of fringe benefits

2. 'Head Start' Kindergarten Centers for Four-Year-Old Children - This pre-kindergarten program aims to offset the effects created by poverty in the home and the neighborhood and by a lack of culturally stimulating experiences. Activities are planned to (a) promote wholesome social adjustment and a feeling of adequacy, (b) develop language facility, (c) enrich learning backgrounds, and (d) foster desirable health habits. Classes are limited to 15 pupils; teachers work with neighborhood aides, parents, and adult volunteers. Supervisory and social work services are provided.

No. of Classes:	35	Program Started:	Spring, 1965
School Locations:	21	Source of Funds:	OEO,** 80%
No. of Teachers:	17.5		Board, 20%
No. of Pupils:	540	Annual Budget:	$345,000

3. Special Remedial Teachers in Basic Skills - This program for disadvantaged children has been organized (a) to raise the child's level of performance in the basic skills, (b) to motivate the child's desire to learn, and (c) to give each child a feeling of success and a better self-image. Remedial teachers do not have regular classes. Instead, they work with individuals or small groups at the upper primary and fourth grade levels. Instruction is related to regular class activities and is designed to strengthen pupils' skills of reading, writing, language, and arithmetic.

* Abbreviation used for Elementary and Secondary Education Act.
** Abbreviation used for Office of Economic Opportunity (Anti-Poverty Program).

No. of Schools:	22	Program Started:	Spring, 1965
No. of Teachers:	22	Source of Funds:	ESEA,
No. of Pupils:	575	Annual Budget:	$283,000 (authorized)

4. Art Experience Program - Five additional supervising teachers of art work with classroom teachers in 28 elementary schools located in disadvantaged areas. They provide increased technical assistance for teachers by visiting schools more often and helping to conduct a well-balanced program within classrooms. The specialists acquaint teachers with new materials and techniques in an effort to increase the creativity of pupils in terms of the graphic media. Additional art supplies and equipment are also being provided.

No. of Schools:	28	Program Started:	Spring, 1966
Art Supervisor:	5	Source of Funds:	ESEA
Total Enrollment:	22,470	Annual Budget:	$46,500

5. Music Experience Program - Twelve special teachers of music are assigned to 25 elementary schools serving disadvantaged pupils. They are responsible for the music program in Grades 4-6, meeting each class twice weekly for 30-minute periods. The suggested city-wide curriculum is followed, with a greater emphasis on listening, and the music specialists employ a variety of techniques and equipment to develop desired skills and concepts. The listening program culminates in a concert by the Milwaukee Symphony Orchestra.

No. of Schools:	25	Program Started:	Spring, 1966
Music Teachers:	12	Source of Funds:	ESEA
No. of Pupils:	6,934	Annual Budget:	$120,000

6. Special Physical Education Teachers - Specialists are assigned to 11 schools serving concentrations of disadvantaged children. Their role is to conduct school-wide programs of health and physical education which will (a) increase the development of pupils' personal health, physical fitness, and basic motor skills, (b) include special training for physically and/or mentally handicapped children, (c) coordinate the services of school health agencies, (d) introduce enrichment activities, and (e) provide advanced physical education experience through intramural programs and sports clubs.

No. of Schools:	11	Program Started:	Spring, 1966
Phy. Ed. Teachers:	11	Source of Funds:	ESEA
No. of Pupils:	9,120	Annual Budget:	$95,000 (authorized)

7. Speech and Language Skills Program - Six speech therapists are working in 9 schools to increase the verbal and conceptual ability of selected pupils. This project serves children, 6-8 year of age, who exhibit a lack of oral-verbal ability which may be due to home environment, moderate hearing loss, or other causes. Project therapists conduct an intensive speech and language program, meeting several times a week for ten weeks with small groups. Special materials and equipment, as well as

some medical services, are provided.

No. of Schools:	9	Program Started:	Spring, 1966
Speech Therapists:	6	Source of Funds:	ESEA
No. of Pupils:	180	Annual Budget:	$49,000

8. Research and Instructional Units - Four research units are located in two elementary school centers. Working cooperatively with the Research and Development Center for Learning and Re-education, University of Wisconsin at Madison, three team leaders assist elementary teachers with innovations in the instructional program.

No. of Units:	3	Program Started:	Fall, 1966
No. of Schools:	2	Source of Funds:	ESEA, 2 unit leaders
Unit Leaders:	3		Univ. of Wis., 1 unit leader
No. of Pupils:	90-100	Annual Budget:	ESEA, $29,000
			U.W., $10,000

9. Elementary School Instructional Resource Centers - Thirteen elementary school libraries and materials centers have been established (a) to make increased instructional resources available to classroom teachers, and (b) to provide pupils with a proper environment for study outside of the classroom. The centers are equipped with books, magazines, records, record players, filmstrips, programmed learning materials, and other audio-visual aids for use by teachers and pupils. Civil service employees provide clerical assistance and perform routine operations.

No. of Schools:	13	Program Started:	Spring, 1966
Size of Staff:	13 clerks	Source of Funds:	ESEA
No. of Pupils:	9,572	Annual Budget:	$145,000

10. Outdoor Education - Field Trip Program - This project utilizes community resources to broaden pupils' experiences and to extend their horizons of interest. In it, special opportunities for outdoor education are made available to classes in 51 elementary schools in the central city. Field trips are taken to conservation areas and other resources in Metropolitan Milwaukee and Southeastern Wisconsin. Culturally enriching experiences are also provided.

This program is a cooperative effort involving the staffs of the Education Department and the Recreation Division of the Milwaukee Public Schools.

No. of Schools:	51	Program Started:	Spring, 1966
Project Staff:	Regular Staff	Source of Funds:	ESEA
Pupils Served:	7,000 (approx.)	Annual Budget:	$73,000

11. Elementary Enrichment Summer Schools - Seven special elementary summer schools will again be operated in 1967 to strengthen and broaden the educational backgrounds of disadvantaged children. Each elementary center will be so located as to serve several contributing public and non-public schools. Teachers will emphasize enrichment activities, field trips, and creative experiences - as well as the development of healthy

relationships and respect for others. The carefully planned program will also focus upon (a) developmental reading skills, (b) speaking and writing activities in science and social studies, (c) number skills, and (d) art, music, and physical education.

In addition, programs for non-English speaking and in-migrant pupils, speech therapy, and reading improvement services will be offered at each school. (The "Head Start" Program is also conducted during the summer session.)

No. of Schools:	7	Program Started:	Summer, 1964
No. of Teachers:	62	Source of Funds:	ESEA, 6 schools Board, 1 school
No. of Pupils:	1,400	Annual Budget:	Board, $5,000 ESEA, $88,500

12. Summer Program of Library Reading Rooms - The 1966 program in 28 elementary schools helped 38,000 children to make good use of their summer leisure hours through voluntary reading. The books and materials used were drawn from regular classroom collections. They included recreational and special interest books best suited to help maintain or improve reading skills.

Funded under the Neighborhood Youth Corps Program, this special project provided both (a) an employment opportunity for high school students to work as library aides under professional supervision, and (b) an educational service to the community. It supplemented the excellent services of the Milwaukee Public Library System.

Summer Library Reading Rooms will be operated this summer.

No. of Schools:	28	Program Started:	Summer, 1965
Supervisors:	2	Source of Funds:	Neighborhood Youth Corps
Student-Aides:	63	Annual Budget:	$18,650
Attendance:	38,000		

C. Compensatory Education Services - Secondary

1. Special Staffing Formula for Certain Schools - A lower teacher-pupil ratio is maintained in three junior high schools located in areas of high pupil population density and mobility. A special staffing formula is applied to reduce the size of regular classes and to afford teachers more opportunities for meeting pupils' individual needs. As a result, these schools have classes averaging 28.8 pupils, while the 13 other junior highs in the city average 31.1 pupils per regular class.

No. of Schools:	3	Program Started:	1963
Additional Teachers Above Regular Formula:	8	Source of Funds:	Board
No. of Pupils:	3,429	Estimated Cost:	$62,480, plus cost of fringe benefits

2. Strengthening and Remedial Program in English Language Arts - In 11 secondary schools, 88 ungraded English language arts classes are being conducted to help disadvantaged students develop their competency in basic communication skills. Classes are kept to an average of 15 pupils each to allow individualized instruction and to improve growth in reading, written composition, and oral communication.

Provisions have been made for: (a) development of an experimental curriculum, (b) more preparation time and special in-service education for teachers, (c) experimentation with new patterns of scheduling and grouping, and (d) evaluation of instructional materials and teaching techniques. Extra facilities and equipment, increased supervisory assistance, and additional testing services are also being made available.

No. of Schools:	11	Program Started:	Spring, 1966
No. of Teachers:	22	Source of Funds:	ESEA
No. of Pupils:	1,292	Annual Budget:	$235,500

3. Project in Secondary Foreign Language - To increase the effectiveness of language laboratory utilization, a full-time language laboratory assistant has been assigned to each of two high schools. This special aide takes charge of the laboratory from 7:30 A.M. to 4:30 P.M., freeing the foreign language teacher of technical and operational details and allowing more time for the instruction and counseling of individuals and groups of students.

No. of Schools:	2	Program Started:	Spring, 1966
Lab Assistants:	2	Source of Funds:	ESEA
Pupils Served:	995	Annual Budget:	$6,310

4. Project in Secondary Home Economics - This project provides classroom aides in the home economics program of five schools serving disadvantaged youth, in an effort to improve instruction by relieving the teacher in such ways as gathering materials, preparing demonstrations, maintaining equipment and appliances, ordering supplies, and assisting with pupil experiences in all areas of home economics.

No. of Schools:	5	Program Started:	Spring, 1966
No. of Aides:	5	Source of Funds:	ESEA
Pupils Served:	750-1,000	Annual Budget:	$12,000

5. Strengthening and Remedial Program in Secondary Mathematics - This project is organized to help disadvantaged youth experience success in the study of mathematics, thereby encouraging them to continue taking this subject in high school. Additional teaching services are being provided in five junior high schools, and supplementary mathematics materials and increased supervisory services are being supplied to one senior high school.

At the junior high level, one extra teacher (a "floating teacher" without the usual class load) has been made available to help identify pupils' specific educational needs in mathematics, to work on curriculum

development to meet these needs, and to assist teachers in devising improved methods of working with the disadvantaged. The "floating teacher" may serve as a demonstration teacher, a tutor of selected pupils, or a remedial teacher of small ungraded classes.

No. of Schools:	6	Program Started:	Spring, 1966
Additional Teachers:	6	Source of Funds:	ESEA
No. of Pupils:	1,150	Annual Budget:	$60,000

6. Strengthening and Remedial Program in Secondary Science - This project provides an activity-centered course of instruction for disadvantaged youth, based on the ninth-grade science curriculum. Eight experimental classes of 15-20 pupils each are being conducted in two schools. To give pupils experience in discovering natural phenomena through a laboratory-oriented approach, individual experiments and field trips are emphasized. Special study materials are being prepared and supplementary reading materials have been provided. Specially designed tests are being employed to measure pupil progress.

No. of Schools:	2	Program Started:	Spring, 1966
No. of Teachers:	2	Source of Funds:	ESEA
No. of Pupils:	120	Annual Budget:	$28,650

7. Strengthening and Remedial Program in Social Studies - This two-part project provides special classes in social studies at five junior high schools and six senior high schools. It serves disadvantaged pupils at both levels.

The seventh-grade course, "An Introduction to the Social Sciences and Humanities," is conducted in a "laboratory setting" in which small groups of pupils explore the nature of life in our society and the world. Special pupil materials have been developed locally for these classes.

Eleventh-grade pupils study United States history in small classes employing a "laboratory setting." The aim of this course is to enhance pupils' work, study, and cognitive skills as well as to increase their knowledge of United States history beyond the expectations anticipated from regular classroom situations.

No. of Schools:	11	Program Started:	Spring, 1966
Additional Teachers:	12	Source of Funds:	ESEA
No. of Pupils:	720	Annual Budget:	$178,720

8. Expanded and New Art Experiences - One supervising teacher of art is assigned to eight secondary schools serving concentrations of disadvantaged youth. This specialist helps pupils to discover new art materials and processes to increase their ability to think and express themselves creatively. Additional art materials, special equipment, and display panels for student art exhibitions are also furnished to project schools.

No. of Schools:	8	Program Started:	Spring, 1966
Art Supervisor:	1	Source of Funds:	ESEA
Pupils Served:	3,500	Annual Budget:	$12,100

9. Secondary Music Experience Program - At six secondary schools in low-income areas, two supervising teachers are helping to expand the music education program. These music specialists (a) take interest surveys and administer aptitude tests, (b) interview pupils and parents in an effort to encourage more disadvantaged youth to study music, (c) promote participation in school music organizations, and (d) arrange for attendance at concerts and symphony performances. They work closely with the schools' regular teachers of music and also assist with extra rehearsals.

No. of Schools:	6	Program Started:	Spring, 1966
Music Supervisors:	2	Source of Funds:	ESEA
Pupils Served:	721	Annual Budget:	$37,000

10. Secondary School Instructional Resource Centers - Twelve secondary school libraries have become instructional resource centers for teachers and pupils, equipped with such audio-visual equipment and materials as filmstrips, projectors, records, and record players with earphones. Additional clerical assistance is provided to allow teacher-librarians more time for professional library services. Also, increased supervisory help is being made available at the elementary and secondary levels to promote effective utilization of the large quantities of resources being supplied to project schools.

No. of Schools:	12	Program Started:	Spring, 1966
Additional Staff:	12 clerks	Source of Funds:	ESEA
No. of Pupils:	18,000 (approx.)	Annual Budget:	$124,000

11. School-Work Project for Adolescent Boys - This five-year research and demonstration project, originally sponsored by the National Institutes for Mental Health, is in its final year of operation. It serves 30 referred adolescents, who have displayed delinquent behavior, through a study-work program conducted by the Jewish Vocational Service in cooperation with the Milwaukee Public Schools and the Probation Department of Children's Court. This project combines half-time work experience in a sheltered workshop with half-time school attendance in a regular district secondary school.

No. of Schools:	20	Program Started:	Fall, 1962
Pupils Served in 1966-67:	60	Source of Funds:	Board State*

12. Neighborhood Youth Corps Program - Through its Department of Federal Projects, the School Board employs needy high school students in the Neighborhood Youth Corps to help them stay in school and to start them toward constructive careers. Students may work as secretarial-clerical aides, library aides, general high school aides, recreation aides, Veterans' Administration aides, or as assistants in local community agencies. They do not replace regular full-time employees.

* State Bd. of Vocational, Technical, and Adult Education, Rehabilitation Div.

This program operates during the regular school year and the summer vacation period.

No. of Schools:	19	Program Started:	Spring, 1965
Youth Corps Workers:	550 (approx.)	Source of Funds:	Board, 10%
			NYC, 90%
		Annual Budget:	$616,040

D. Special Education Programs - Elementary and Secondary

1. Schools for the Orthopedically Handicapped - The Gaenslen School and the Orthopedic Division of Manitoba School serve children with a wide variety of orthopedic, cardiac, muscular, and nerve injury disabilities. Both conduct an elementary program and Gaenslen offers a high school course. Specially trained staffs provide a coordinated program of instruction, guidance, therapy, and related services. Instruction follows, in general outline, the course of study in other city schools. However, from kindergarten through high school, curriculum adjustments are made to meet each child's needs and abilities.

No. of Schools:	2	Program Started:	1915
Total Staff:	34	Source of Funds:	Board, 30%
No. of Pupils:	304	(State)	BHC,* 70%
		Annual Budget:	$378,974

2. Home and Hospital Instruction - When children cannot attend school for health reasons, the Department of Special Education provides teaching services at all levels above kindergarten either at home or in the hospital. Teachers visit homebound pupils for an hour about five times every two weeks. The teacher assigned to Children's Hospital instructs pupils daily. Whenever necessary, a teacher also travels to other city hospitals to teach pupils who are patients.

No. of Schools:	All in City	Program Started:	1915
No. of Teachers:	20	Source of Funds:	Board, 30%
Pupils Served		(State)	BHC, 70%
per year:	200	Annual Budget:	$106,173

3. Educational Services for the Deaf and Hard of Hearing - Established in 1885, this is Milwaukee's oldest program of Special Education. Children who are deaf or hard of hearing attend special classes at two regular elementary schools and one secondary school. Such attendance permits them to associate with children who have normal hearing and to participate in some regular classes and school activities.

Children with hearing handicaps are taught by specially trained teachers who employ many special learning devices and visual aids in their work.

* Abbreviation for Bureau for Handicapped Children, Wisconsin's State Department of Public Instruction

Deaf pupils are taught to communicate by the oral method using lipreading and the voice box.

No. of Schools:	3	Program Started:	1885
No. of Teachers:	26	Source of Funds:	Board, 30%
No. of Pupils:	195	(State)	BHC, 70%
		Annual Budget:	$243,434

4. Study-Work Program for the Deaf - This program combines education with vocational rehabilitation for certain deaf pupils. Program participants are selected on the basis of need; students preparing for college or highly technical jobs will not ordinarily be involved in this program.

Deaf pupils in the program spend one-half day in the classroom and one half-day in work evaluation and work experience at one of the cooperating agencies. The primary objective is to assist deaf youths in making a successful transition from school to work.

No. of Schools:	1	Program Started:	Spring, 1967
No. of Pupils:	7	Source of Funds:	State*

5. Educational Services for Blind and Partially Sighted - The Board's program for the visually handicapped is operated at two elementary schools and one junior high school. Elementary pupils spend two-thirds of the school day in a special class where they receive instruction in reading and other academic subjects. During the remaining time, these children attend regular classes where they take part in discussions, class projects, and art, music, and physical education activities.

At the junior high school level, partially sighted students may enroll in a special class at Kosciuszko. Visually handicapped senior high school students attend regular classes - with reader service by fellow students available upon request.

No. of Schools:	4	Program Started:	1907
No. of Teachers:	7	Source of Funds:	Board, 30%
No. of Pupils:	78	(State)	BHC, 70%
		Annual Budget:	$92,248

6. 'Special C' Classes for the Educable Retarded - Mentally handicapped children with an intelligence quotient between 50 and 80 are served in this program which is conducted in one out of every four elementary schools and three out of every four secondary schools in Milwaukee. At the elementary level, retarded pupils meet in rooms especially equipped for their use. In junior and senior high schools, they may meet as a group or join regular classes for some subjects.

* Cooperating agencies file claims for rehabilitative services directly with the State Board of Vocational, Technical, and Adult Education, Rehabilitation Division.

To facilitate instruction, Special C classes are kept small. Stress is placed upon developing skills in basic subjects as well as upon learning how to work cooperatively with others. The retarded are taught habits of behavior that will allow them to become self-reliant and to gain social acceptance.

No. of Schools: (32 Elem., 23 Sec.)	55	Program Started:	1908
		Source of Funds:	Board, 30%
No. of Teachers:	135	(State)	BHC, 70%
No. of Pupils:	2,150	Annual Budget:	$1,092,323

7. Teacher Aides in 'Special C' Classes - In 12 "Special C" classes, lay aides are assisting teachers in the instructional program. This project was planned jointly by the Milwaukee Public Schools and the Bureau for Handicapped Children, State Department of Public Instruction.

No. of Schools:	11	Program Started:	Fall, 1966
No. of Classes:	12	Source of Funds:	ESEA
No. of Aides:	12	(State)	BHC
No. of Pupils:	200 (approx.)	Annual Budget:	$39,800

8. Classes for the Trainable Retarded - Trainable pupils are severely retarded children with intelligence quotients between 35 and 50. Because they cannot profit from a regular school experience, the Board operates three separate centers for them. In these centers, pupils are grouped by age and the curriculum is kept flexible. Trainable children are extremely limited in academic ability. For this reason, teachers seek to provide varied social experiences and work activities as well as to develop communication skills. Class sessions are one-half day in length.

No. of Centers:	3	Program Started:	1951
No. of Teachers:	19	Source of Funds:	Board, 30%
No. of Pupils:	360 (approx.)	(State)	BHC, 70%
		Annual Budget:	$151,082

9. Occupational Adjustment Program for Mentally Retarded - This project helps both educable and trainable youths to get and hold jobs. It features part-time school attendance and part-time work experience in community agencies, government offices, and business firms. Participants are students, 17 and older, in Grades 11-A through 12-A, who are enrolled in Special Education classes for the retarded. Work-trainees are carefully screened and placed in a situation suitable for them to take on-the-job training for high school credit. Classroom instruction is planned to help students prepare for future economic independence.

No. of Schools:	15	Program Started:	1963
No. of Pupils		Source of Funds:	State*
In Job Training:	145		
Being Screened:	120		

*Cooperating agencies file claims for rehabilitative services with the State Board of Vocational, Technical, and Adult Education, Rehabilitation Division.

10. Learning Impairment Program - This program includes two kinds of classes: (a) classes for the Emotionally Disturbed, and (b) classes for children with Specific Learning Disabilities.

(a) In classes for emotionally disturbed children, the curriculum is designed to treat emotional factors that interfere with learning. The instructional program is determined by the classroom teacher on an individualized basis.

(b) In classes for children with specific learning disabilities, the curriculum is designed to treat perceptual impairments that interfere with the learning process.

No. of Schools:	(a) 5	(b) 4	Program Started:	(a) 1957
No. of Teachers:	6	5		(b) 1965
No. of Pupils:	38	32	Source of Funds:	Board, 30%
			(State)	BHC, 70%
			Annual Budget:	$128,400

11. Child Study Center - As a part of the Learning Impairment Program, the Board of School Directors established a Child Study Center at the Manitoba School during the 1964-65 school year. The center provides diagnostic services, upon referral, to public school pupils.

Staff members of the Child Study Center include a medical consultant, a clinical psychologist, a speech and language therapist, a school social worker, a supervisor of the program, and two clinical teachers. These team members combine their efforts (a) in the work of diagnosing the cases of individual pupils and (b) in consulting with the classroom teachers who must plan instruction geared to each child's educational needs.

No. of Staff Members:	7	Program Started:	Spring, 1965
		Source of Funds:	Board
		Annual Budget:	$66,732

12. 'Special B' Classes for Underachievers - The Special Education Department operates five "Special B" classes for underachieving pupils of low normal to normal intelligence, in Grades 4-9, at two elementary and three junior high schools. In this program, teachers attempt to close the gap between children's actual performance and their expected achievement. Emphasis is placed upon remedial work, especially in reading and other language arts. The curriculum remains flexible, however, and the class size is kept low to allow teachers to concentrate upon pupils' individual needs.

No. of Schools:	5	Program Started:	1915
No. of Teachers:	5	Source of Funds:	Board
No. of Pupils:	91	Annual Budget:	$38,500 (approx.)

13. Study-Work Program for the Emotionally Disturbed - This trial project serves older youth who are disturbed in an effort to prepare them for

adult life and work. It combines half-time school attendance in Special Education classes for the emotionally disturbed with half-time work experience at the sheltered workshop of the Jewish Vocational Service and in several local business establishments. This study-work program is one of several projects conducted here in cooperation with the State Board of Vocational and Adult Education, Rehabilitation Division, and the Bureau for Handicapped Children, State Department of Public Instruction.

No. of Schools:	1	Program Started:	Spring, 1964
No. of Teachers:	2	Source of Funds:	Board, 30%
No. of Pupils:	33	(State)	BHC, 70%
			State*
		Annual Budget:	Board, $34,281

14. Regular Program of Reading Improvement Services - Reading centers help pupils in Grades 4-12 to strengthen or to improve their reading skills. The Department of Special Education operates reading centers at 99 locations -- in over half of the elementary schools and nearly all junior and senior high schools. This program offers the following: (a) reading specialists as teachers, (b) small-sized classes (6 to 8 pupils per daily period of 30-45 minutes), (c) separate classroom space for the reading centers, (d) special equipment and library materials, (e) testing materials and services, and (f) arrangements for vision and hearing examinations.

Reading improvement classes are regularly included in the annual Summer School Program. Last summer, 44 centers served 1,675 pupils.

No. of Schools:	70 Elementary**	Program Started:	Spring, 1948
	29 Secondary	Source of Funds:	Board and ESEA
No. of Teachers:	95	Annual Budget:	Board, $742,743
Pupils Served:	4,239***		ESEA, $106,000

15. Before- and After-School Reading Centers - In addition to the regular reading improvement classes, a "Before- or After-School Reading Program" is in operation. Nine classes at various secondary schools provide interested pupils with an extra hour of reading help between 7:00 - 8:00 A.M. or 3:30-4:30 P.M., two or three days per week. (Four classes are funded under ESEA.)

No. of Schools:	9	Program Started:	Fall, 1963 (BSD)
No. of Teachers:	9		Spring, 1966 (ESEA)
No. of Pupils:	125 (approx.)	Source of Funds:	Board and ESEA
		Annual Budget:	Board, $5,000
		(authorized)	ESEA, $6,900

16. Speech Therapy Program - Speech therapists visit all public elementary and secondary schools in the city on a regular schedule. They

* Cooperating agencies file claims for rehabilitative services with the State Board of Vocational, Technical, and Adult Education, Rehabilitation Division.
** Total includes 15 centers with 14.5 teachers funded under ESEA.
*** Includes 870 pupils served under ESEA, but does not include summer program.

meet with selected pupils twice a week for 30-minute periods, using chalkboards, mirrors, tape recorders, manipulative devices, and illustrative materials available in the therapy room. Therapists usually work with groups of three or four pupils with similar speech handicaps. They also consult with classroom teachers to evaluate progress and to make recommendations related to therapy.

In elementary schools, therapists use information from the annual hearing survey of younger pupils to help those who have a hearing impairment.

No. of Schools:	154	Program Started:	1908
No. of Therapists:	50	Source of Funds:	Board, 30%
Pupils Served		(State)	BHC, 70%
in School Year:	6,000	Annual Budget:	$348,845

E. Social Adjustment - Rehabilitative Programs

1. Special Opportunity School Program - This project is centered at the Jewish Vocational Service and is organized on an ungraded basis to offer a half-day academic and counseling program and a half-day work experience. Both the classroom and work experience phases of the program are funded cooperatively by the schools and the State Board of Vocational, Technical, and Adult Education, Rehabilitation Division.

This program is designed to meet the needs of disruptive pupils, certain returnees from correctional institutions, and other boys, ages 13-15, who would benefit from extraordinary preventive and rehabilitative measures. All teaching, counseling, and work activities are conducted by specially qualified personnel. Three Milwaukee Public School teachers provide the educational program. Supporting services are rendered in the areas of guidance, psychological counseling, school social work, and psychiatric consultation. A teamwork approach is being followed, involving the home, school, and community agencies.

Location:	Jewish Vocational Service Workshop	Program Started:	Fall, 1965
		Source of Funds:	Board
			State*
No. of Teachers:	3		
No. of Pupils:	23	Annual Budget:	$79,255

2. Orientation and Rehabilitation Centers - Three centers, operated in junior high schools, provide a program of concentrated remedial instruction and intensive counseling for certain returnees who re-enter the schools during the school year from correctional institutions to help them make the academic and social adjustments required to prepare them for readmission to regular classes within their district school. The ungraded educational program is planned in accordance with pupils' needs. Emphasis is placed upon subjects that each individual might be

* State Board of Vocational, Technical, and Adult Education, Rehabilitation Division

expected to carry in a regular school placement. Concerted efforts are made to offer needed personal, social, educational, and vocational guidance.

No. of Schools:	3	Program Started:	Fall, 1965
No. of Teachers:	3	Source of Funds:	Board
No. of Pupils:	28	Annual Budget:	$23,500

3. Group Counseling in Secondary Schools - This program of weekly group counseling sessions is conducted in five secondary schools for adolescent boys who have serious problems of learning and behavior which may result in school drop-out or disciplinary situations. Project aims are (a) to reduce the number of infractions of regulations, (b) to promote more regular attendance, (c) to improve academic and conduct grades, and (d) to help group members clarify their goals. Group counseling operates on the principle that hostile behavior can be reduced if hostile feelings can be verbalized and redirected through skillful leadership in group discussion.

No. of Schools:	5	Program Started:	Fall, 1965
Staff Involved:	5	Source of Funds:	Board
No. of Pupils:	66	Annual Budget:	Provided within regular Psych. Services Budget

F. Other Developments in Curriculum and Instruction

1. Expansion of Vocational Education Program - The programs of Business Education, Industrial Education, and Vocational Guidance are being expanded and enriched in regular high schools and the Boys' Trade and Technical High School. The School Board has authorized (a) additions and revisions in subject offerings, (b) increases in vocational guidance services, (c) expansion of the Cooperative Training Program in Business Education, (d) additional supervisory personnel, and (e) special in-service activities for teachers and counselors.

This project, partially funded under the Federal Government's Vocational Education Act of 1963, aims to prepare high school students, 15 to 19 years of age, for entry into the "world of work" upon graduation by increasing their employability.

In the case of Trade and Industry classes, the schools receive reimbursement on teacher salaries and materials and equipment.

Trade and Industry

No. of Schools:	5*	Program Started:	Fall, 1965
No. of Classes:	14*	Source of Funds:	Board, 50%
No. of Pupils:	244*		Vocational Education Act, 50%
		Annual Budget:	$193,433

* In addition to district schools, 250 pupils at Boys' Tech are included in 26 Trade and Industry classes.

In the case of Capstone Business Education classes, the schools receive reimbursement on materials and equipment.

Business Education

No. of Schools:	12**	Program Started:	Fall, 1965
No. of Classes:	180**	Source of Funds:	Board, 50%
No. of Pupils:	3,235**		Vocational Education Act, 50%
		Annual Budget:	$99,000

2. Cooperative Training Program in Business Education - As indicated above, the Cooperative Training Program is now a part of the larger Vocational Education Program. This training program has two main parts: (a) the office occupations phase offered at eight high schools, and (b) the distributive occupations phase conducted at five schools.

The Cooperative Training Program enables students to supplement classroom instruction with supervised on-the-job training in local offices and retail and wholesale firms. It gives qualified twelfth-graders an opportunity (a) to develop a better understanding of how business and industry operate, (b) to apply school-acquired skills and knowledge in a school-supervised training situation, and (c) to learn new skills not taught in school.

No. of Schools		Program Started:	Fall, 1964
Office Education:	8		
Distributive Education:	5	Source of Funds:	Board, 50%
Teachers Involved			VEA, 50%
Office Education:	8		
Distributive Education:	5	Annual Budget:	$124,700
No. of Pupils			
Office Training:	175		
Distributive Training:	100		

PART II - SUPPORTING SERVICES

Special provisions described in this section are (a) guidance and counseling projects, (b) psychological services and educational research activities, and (c) pupil personnel and school social work services. Again, only brief program descriptions are set forth in these reports.

** In addition to district schools, approximately 100 pupils at Boys' Tech are included in 4 Capstone Business Education classes.

A. Guidance and Counseling

1. Increased Guidance Services - The Board of School Directors regularly provides one teacher class period of guidance counseling time for each 120 students. With ESEA funds, the counselor-student ratio has been reduced in 11 secondary schools serving concentrations of disadvantaged youth. Additional counselors have been assigned to these junior and senior high schools to provide one teacher class period of guidance counseling time for each 80 students.

No. of Schools:	11	Program Started:	Fall, 1966
Equivalent No. of Additional Positions:	11	Source of Funds:	ESEA
		Annual Budget:	$105,000
No. of Pupils:	4,400		

2. Increased Vocational Guidance - As a part of the Vocational Education Program, 12 counselors in nine senior high schools have been designated as Vocational Guidance Counselors to work with students in the program. These special counselors (a) identify students needing vocational education and encourage their enrollment, (b) provide information necessary for realistic vocational planning, (c) guide students in pursuing their vocational plans in high school, (d) aid students in planning post-high school education or in finding a job, and (e) assist with follow-up studies of graduates to determine the effectiveness of the Vocational Education Program.

No. of Schools:	9	Program Started:	Fall, 1965
Equivalent No. of Additional Positions:	6	Source of Funds:	Board, 50% VEA*, 50%
No. of Pupils:	2,400	Annual Budget:	$90,000

3. Elementary School Guidance Services - To provide increased educational and vocational guidance at the upper grade level, one counselor works on an itinerant basis in five schools organized on a K-8 basis. The counselor conducts individual and group conferences with pupils and, as needed, with parents to discuss (a) plans for high school, (b) summer school programs, (c) failing grades in academic subjects, (d) study habits, and (e) minor personal problems. The counselor also aids in the orientation of new pupils.

No. of Schools:	5	Program Started:	Fall, 1964
Elem. Counselor:	1	Source of Funds:	Board
Pupils Served:	650 (approx.)	Annual Budget:	$7,420

4. Elementary Guidance in Remedial Teacher Program - One counselor works with pupils served by the 22 remedial teachers of basic skills assigned

* Abbreviation for Vocational Education Act of 1963.

to certain elementary schools. Because personality and/or behavior problems often complicate learning difficulties, efforts are made to help individual boys and girls in their emotional development and school adjustment. The counselor meets with pupils and parents in school for conferences and makes many home visits.

No. of Schools:	22	Program Started:	Fall, 1965
Special Counselor:	1	Source of Funds:	ESEA
Pupils Served:	50-60 per week	Annual Budget:	$8,810

5. 'Swing Shift' Guidance Counseling - An evening counseling program is being conducted about twice a week at Fulton Junior High School to enable working parents to confer with one of the regular guidance counselors. Special attention is being given to parents of pupils who are: (a) potential drop-outs because of multiple failures, excessive absences, or social maladjustments; (b) returnees from correctional institutions; (c) newcomers to urban life; or (d) academically gifted youths.

No. of Schools:	1	Program Started:	Fall, 1963
Parents Served:	6-10 per evening	Source of Funds:	Board
		Annual Budget:	$2,000

6. Social Improvement Program - Four "specialists in guidance" assist socially deprived pupils to develop a sense of personal dignity and worth, to cultivate desirable personality traits, and to acquire skills needed for successful group living. In this program, pupils learn about proper dress, table manners, general etiquette, and other basic social skills. This service is available to elementary and secondary schools upon request.

No. of Schools:	32	Program Started:	Fall, 1966
Specialists in Guidance:	4	Source of Funds:	ESEA
		Annual Budget:	$22,500

7. 'Project Destiny' - This college assistance program now in its final year of operation, is co-sponsored with the University of Wisconsin-Milwaukee. This three-year trial project was designed to identify and help underprivileged students who were potentially capable of going to college but did not plan to do so. In May, 1964, 40 juniors from three Milwaukee high schools were chosen to participate; presently, 23 of them are sophomores at UWM.

During the first year, the Milwaukee Public Schools helped to provide special summer school courses, special counseling and tutoring services, field trips and culturally enriching experiences for the students involved. For the last two years, the University has continued the counseling services, paid the students' tuition, and offered some financial assistance to help them make a good start in college.

No. of Schools:	3	Program Started:	Spring, 1964
No. of Pupils Originally:	40	Source of Funds:	UWM Private Funds

8. 'Project Upward Bound' - This federally funded program seeks to help youth from low income families achieve a college education. To this end, the Milwaukee Public Schools are cooperating with three universities sponsoring "Upward Bound" projects - Lawrence University, University of Wisconsin-Milwaukee, and Whitewater State University. Eight secondary schools are helping to identify and process project participants. In brief, this project provides a pre-college preparatory program conducted by each of the universities to generate the skills and motivation necessary for college success among the disadvantaged young people selected.

No. of Schools: 8
Pupils Served: 270

Program Started: Spring, 1965
Source of Funds: OEO* aid to sponsoring universities

9. Special College Tours - In an effort to stimulate students' interest in college, the Department of Guidance arranges bus tours to Wisconsin State Universities. This semester, juniors from six Milwaukee high schools were given an opportunity to visit the Oshkosh, Platteville, Stevens Point, and Whitewater campuses.

No. of Schools: 6
No. of Counselors: 4
No. of Pupils: 86

Program Started: Spring, 1966
Source of Funds: ESEA
Participating Universities
Students' Fees
Annual Budget: $1,000

10. University - Tutorial Programs - Four local colleges and universities are cooperating in tutoring programs conducted at 10 secondary schools in the city. During the regular school day, students from Alverno, Marquette, and UW-M assist pupils in five junior high and five senior high schools.

Tutors from Alverno and Mount Mary Colleges help pupils in after-school study centers at two junior high schools.

No. of Schools: 10
No. of Colleges: 4
No. of Pupils: 410

Program Started: Spring, 1964
Source of Funds: None
Voluntary arrangements

11. 'How to Get the Job You Want' Clinics - This project is co-sponsored by the Milwaukee Voluntary Equal Employment Opportunity Council and the school system's Department of Guidance. It offers a two-part presentation for graduating seniors in which employment personnel from business and industry visit schools (a) to tell students what prospective employers look

* Abbreviation for Office of Economic Opportunity.

for from work applicants and (b) to offer suggestions for getting and holding a job. A number of local firms are participating in this service project.

No. of Schools: 13
Pupils Served in 1966-67: 7,117
Program Started: Fall, 1965
Source of Funds: None
Voluntary Arrangements

12. Company Visitation Program - As an extension of the "Career Day" programs conducted in senior high schools with the assistance of the Kiwanis Club, a program of organized visits to local companies and professional offices is conducted each semester in 13 secondary schools. High school seniors are given a half day during a time set aside for visitation to a particular vocation of their choosing. They observe and meet with persons engaged in work of interest to them and have several hours to seek occupational information.

No. of Schools: 13
Pupils Served in 1966-67: 1,200
Program Started: Spring, 1965
Source of Funds: None
Voluntary Arrangements

13. Wisconsin Telephone Company Projects - Among the vocational guidance opportunities available to the city's graduating seniors are two programs sponsored by the Wisconsin Telephone Company - (a) special tours of company facilities, and (b) a Saturday job training program.

a. In the Visitation Program, 60 boys and girls from five schools serving concentrations of disadvantaged youth are invited to the Telephone Company each semester for a day-long program. The purpose of this activity is to show young people the variety of jobs and many paths of advancement available in the telephone communications field.

b. The Special Saturday Training Program is designed for boys who will enter employment upon graduation in June and are interested in a plan which could lead to a job with the company. Some 30 selected boys from high schools throughout the city attend 8-hour training sessions on Saturdays and are paid the hourly rate of temporary help.

No. of Schools: (a) 5 (b) 13
No. of Pupils: 120 30
Programs Started: (a) Spring, 1964
(b) Spring, 1967
Source of Funds: Sponsored by Wisconsin Telephone Company

14. Youth Employment Projects - Through the Coordinator of School-Community Programs, the school system cooperates with various local organizations interested in promoting employment opportunities for high school

youth. These groups include government and social agencies, the Milwaukee Voluntary Equal Employment Opportunity Council, the Committee of We-Milwaukeeans, and others.

No. of Schools:	All Secondary	Program Started:	Spring, 1964
Coordinator:	1	Source of Funds:	Staff positions

15. School Referrals to Wisconsin State Employment Services - The Milwaukee Public Schools are attempting to assist 18-year old students who leave senior high school as "drop-outs." When advised by the losing school, the Department of Guidance sends a referral notice to the State Employment Services. The W.S.E.S., in turn, contacts the youth to acquaint him with opportunities available under the Manpower Development and Training Act, or to inform the drop-out of job possibilities.

No. of Schools:	15	Program Started:	Spring, 1963
Pupils Served:	50	Source of Funds:	None Voluntary arrangements

B. Psychological Services and Educational Research

1. Increased Psychological Services - Psychological services give support to (a) the regular programs of instruction and guidance, and (b) many special projects being conducted within the Milwaukee Public Schools. With federal aid, the Board's staff of school psychologists has been increased by 15 positions to provide more service for elementary and secondary schools in low income areas.

This project is designed to improve psychological services, standardized testing, and educational research. More psychologists are available to assist teachers in the interpretation of group testing results as they relate to instruction. Also, in-service education for school psychologists is being provided to prepare them better for work with disadvantaged children. Additional specialized equipment and various materials are being purchased.

No. of Schools:	63	Program Started:	Spring, 1966
Additional School Psychologists:	15	Source of Funds:	ESEA
		Annual Budget:	$177,000

2. Increased Educational Research - A program of educational research is required under Title I of the Elementary and Secondary Education Act to evaluate current efforts and to plan further improvements. For this reason, the Board's research staff has been enlarged with the assistance of ESEA funds.

Among other activities, researchers are presently involved in the evaluation of federal projects provided under (a) the Elementary and Secondary Education Act, (b) the Vocational Education Act, and (c) the "Community Action Program" of the Office of Economic Opportunity, including Head Start classes. Study findings are shared with the schools' staffs as well as the Federal Government, the State Department of Public Instruction, and other schools systems.

Additional Members of Research Staff: 6

Program Started: Spring, 1966
Source of Funds: ESEA
Annual Budget: $110,000

3. Programmed Instructional Materials - This ESEA project provides programmed instructional materials for individual children (a) who are underachievers and slow learners, and (b) who are in need of remedial and motivational work at the P6-8 levels or in Grades 6 or 8. Materials are available in 40 project schools and are selected by the psychologist for use with individual pupils. The psychologist works with the classroom teacher in introducing the materials and in following up on the child's progress.

No. of Schools: 40

Program Started: Fall, 1966
Source of Funds: ESEA
Annual Budget: $1,300

4. Primary Mental Health Program - This pilot project involves group counseling or discussions with groups of primary school and fourth-grade pupils, utilizing the publication "Seven Stories for Growth." The stories may be used (a) in a small group setting as part of a counseling situation, or (b) in the classroom with the psychologist acting as consultant to the teacher, who uses the stories to begin class discussion of normal emotional and social behavior.

No. of Schools: 2
No. of Pupils: 125

Program Started: Spring, 1967
Source of Funds: Board
Annual Budget: Provided within regular Psych. Services Budget

5. Volunteer Teacher Aide Program - In this project, volunteer aides work on a one-to-one basis with emotionally disturbed children in 15 elementary schools. The children are identified by the school psychologist. The aides spend three or four half-days per week with the child. A teacher of the emotionally disturbed works with the aides and the pupils in the program, and acts as liaison between the classroom teacher, principal, psychologist, and aide at each school.

No. of Schools:	15	Program Started:	Spring, 1966
Volunteer Aides:	17	Source of Funds:	Board, 30%
Teacher Coordinator:	1	(State)	BHC, 70%
No. of Pupils:	18	Annual Budget:	$7,900

C. Pupil Personnel and School Social Work Services

1. Increased Social Work Services - School social work services help pupils to meet personality or behavior problems that interfere with their attendance or work at school. They also implement the enforcement of school attendance laws.

To offer increased social work services to schools serving concentrations of disadvantaged children, the Board continues to provide two additional full-time positions over the staffing formula and a special ESEA project provides seven more. As a result of these provisions, the social worker-pupil ratios now in effect are: (a) schools in areas of high population density and mobility — 1:1,675, and (b) schools in remainder of city — 1:2,300.

School social workers are also assigned to the regular and special summer schools, rehabilitative programs, the Child Study Center, and the "Head Start" Program.

Additional School Social Workers		Program Started:	Board-Fall, 1964 ESEA-Fall, 1966
Board:	2	Source of Funds:	Board and ESEA
ESEA:	7	Annual Budget:	$73,000

2. Field Counseling Services - In the Department of Pupil Personnel, two staff members are assigned to work with all elementary and secondary schools for the purposes of (a) helping to maintain good order within the school system, and (b) handling serious cases of disruptive behavior by pupils as they arise. The counselors are immediately available to schools upon call and maintain close contacts with such community agencies as the Children's Court and the Youth Aid Bureau. They also provide school placement service and informal counseling to boys who are returnees from correctional institutions.

No. of Schools:	154	Program Started:	Fall, 1963
No. of Counselors:	2	Source of Funds:	Board
No. of Referrals per School Year:	415	Annual Budget:	$24,270

3. Psychiatric Social Work Services - One woman caseworker is assigned: (a) to conduct preliminary conferences with children and parents in cases of

severe emotional disturbance which may require referral to the Board's panel of consulting psychiatrists; (b) to counsel with unwed mothers and their parents in the determination of the girl's reinstatement and placement in the Milwaukee Public Schools; and (c) to provide school placement service and informal counseling to girl returnees from correctional institutions.

No. of Schools:	154	Program Started:	1952
Psychiatric Social Worker:	1	Source of Funds:	Board
No. of Referrals per School Year:	600	Annual Budget:	$23,625*

4. Intensive Casework Unit - Approximately 50 selected families whose condition of poverty creates problems of school adjustment for their children are being helped through this project. A team of one supervisor and two caseworkers has been assigned to (a) to carry out the usual functions of school social workers, and (b) to coordinate casework efforts of the school system with the programs of other key community agencies.

The Intensive Casework Unit, through a helpful semi-authoritative approach, seeks to improve the physcial and mental health of impoverished children and their parents. Families are assisted in obtaining medical and dental services. Parents are urged to concern themselves with their children's nutritional, educational, and recreational needs. The families served may be helped on an individual basis or through group counseling.

Project Staff:	3	Program Started:	Fall, 1964
Families Served at one time:	50	Source of Funds:	ESEA **
		Annual Budget:	$30,930

5. Lay Worker Project in School Social Work - In this program, improvement of home-school communications is the task of 42 non-professional women lay workers in areas of the city with many low income families, large numbers of pupils, and great mobility of population. The lay workers are supervised by school social workers and receive their assignments from them.

Lay workers emphasize the positive side of school life as they visit the homes of pupils and potential pupils like those eligible for Head Start classes. Parents are shown the value of an education and informed about school policies and programs.

The women usually work five or six hours a day, evenings, or on weekends to reach the largest numbers of people. Qualifications include residence in the area served and familiarity with conditions of poverty and problems of the disadvantaged.

* Total includes budget allocation of $10,700 for psychiatric services.
** This project was originally funded under OEO; changed to ESEA, 2-1-67.

No. of Schools:	94	Program Started:	Fall, 1964
No. of Lay Workers:	42	Source of Funds:	Board, 2 lay workers
Supervisor:	1		ESEA, 12
Families Served:	19,000 (approx.)		OEO, 28 and 1 supervisor
		Annual Budget:	$158,607

III - STAFFING PROVISIONS

A. Professional Personnel

1. Non-Teaching Vice-Principals - During recent years, the Board has provided non-teaching vice-principals to assist in the administration of 20 of the city's larger and more complex elementary school operations. This arrangement provides more time for principals to function as leaders of the instructional staff. In addition, under ESEA, 10 released time vice-principals have been assigned to schools serving concentrations of disadvantaged children. These staff members (a) assist the principal in administration, (b) work with teachers who have special programs for the disadvantaged, and (c) give guidance and counseling to individual pupils.

No. of Schools:	30	Program Started:	Board, Fall, 1960
Released time			ESEA, Spring, 1966
Vice-Principals:	30	Source of Funds:	Board and ESEA
		Annual Budget:	Board, $190,000
			ESEA, $ 95,000

2. Increased Supervisory Services - Over the years, the supervisory staff of the Division of Curriculum and Instruction has been enlarged to keep pace with the growth of the teaching staff and, as Board or other funds have allowed, to help organize and administer special projects of many kinds. Also, the Board has madeevery possible effort to provide needed supervisory assistance to greater numbers of new teachers.

Most recently, during the 1965-66 and 1966-67 school years, 56 professional positions (23 supervising teachers, 15 psychologists, 7 research assistants, and 11 social workers) have been added to the Central Office staff for various ESEA projects. In addition, four staff members have been added under the Vocational Education Act. Through the Office of Economic Opportunity, two supervisors and five social workers are provided for the "Head Start" Program and one supervisor is assigned to the Lay Worker Project.

Because all of these personnel have been reported in the previous sections giving project descriptions and annual budgets, the costs of their

services are not repeated here. The figures below are meant to show the impact of federal aid in providing professional administrative, supervisory, and supporting services required for the various programs now operating in Milwaukee schools under the several Acts of Congress. These personnel totals do not include project teachers or non-teaching vice-principals funded under ESEA.

Additional Staff		Actions Taken:	1965-66 and 1966-67
Positions-ESEA:	56		
VEA:	4	Source of Funds:	ESEA
OEO:	8		OEO
			VEA, 50% and Board, 50%

3. Department of Federal Projects - Because the Milwaukee Public Schools are involved in many federal programs and because these efforts represent a multi-million dollar operation, the Board has established a separate office to assist in the processing of project applications and to ensure compliance with program regulations set down by the Federal Government and, where applicable, the State Department of Public Instruction.

The Department of Federal Projects seeks (a) to follow educational developments in Washington as they apply to the schools, (b) to alert the administration to provisions under new or amended legislation, (c) to coordinate program activities with the funding process, (d) to administer certain special projects, such as the Neighborhood Youth Corps, and (e) to assist federal investigators in their visits to the schools for purposes of observation and evaluation.

Dept. Staff		Program Started:	Spring, 1966
Director:	1	Source of Funds:	Federal Programs
Supervisors:	3	Annual Budget:	$57,800*

4. Coordinator of School-Community Programs - One staff member in the Department of Guidance Services continues to serve as a coordinator of certain programs designed to enhance educational opportunities for pupils and to strengthen motivation. He serves as a liaison between the schools and some of the many community groups and organizations involved in the Milwaukee Public Schools' programs of personal, educational, and vocational guidance. The Coordinator's responsibilities also include the development of new programs to accomplish these purposes.

Staff Position:	1	Program Started:	Spring, 1964
		Source of Funds:	Board
		Annual Budget:	$12,700

*Costs are charged proportionately to various federal projects, depending upon services rendered.

5. National Teacher Corps Program - This project, co-sponsored by the Milwaukee Public Schools and the University of Wisconsin-Milwaukee, provides for teams of master teachers to work with teacher trainees in schools serving children from low-income families. This semester, four NTC teams are operating in two elementary and two secondary schools.

The National Teacher Corps Program enables the Board to take advantage of a resource made up of persons with a bachelor's degree but lacking preparation for a teaching certificate. Over a two-year period, college graduates recruited by the Federal Government are provided with post-graduate study at UW-M leading to a Master's degree and classroom experience which will qualify them as fully certified teachers willing to teach the disadvantaged.

No. of Schools:	4	Program Started:	Fall, 1966
Team Leaders:	4	Source of Funds:	Board, 10%
Teacher Trainees:	14		HEA*, 90%
		Annual Budget: (authorized)	Board, $11,429
			HEA*, $118,060

6. In-Service Workshops for Teachers - Over the years, the Milwaukee Public Schools have conducted a variety of in-service activities for teachers to promote professional improvement and to supplement undergraduate and graduate course offerings at local colleges and universities. Board-sponsored activities have included workshops, courses, committees, seminars, and institutes. The most popular type of program in recent years has been the Departmental Workshops attended by 800-1,000 teachers each semester. In these workshops, supervisors work with teachers in studying the schools' curriculum and methods of instruction.

The implementation of several ESEA projects requires special in-service training for teachers staffing them. Particular attention is given to curriculum development and instructional resources for working with disadvantaged children.

Board-Sponsored In-Service Workshops, Sem. II, 1966-67:	29	In-Service Workshop Program Started:	Board, 1961
Teachers Enrolled:	990		ESEA, Spring, 1966

7. Orientation Program for New Teachers - To assist teachers who are new to the Milwaukee Public Schools, the Board provides an orientation program each semester - with reimbursement for participants. Principals and supervisors help to acquaintnew staff members with (a) the metropolitan community and local school districts, (b) the philosophy, programs, and

* Abbreviation for Higher Education Act of 1965.

operating procedures of the school system, (c) available resource persons and instructional materials, (d) various supporting services, and (e) practical suggestions for meeting the challenges of teaching in urban schools.

A three-day program is conducted before the fall semester and, due to time limitations, a one-day session is held at mid-year. (For a number of years prior to the paid three-day orientation program started in 1964, a one-day program was conducted for new teachers on a voluntary basis during the fall semester.)

No. of Teachers			3-Day Program Started:	1964
Fall Semester:	Approx.	550	Source of Funds:	Board
Spring Semester:	Approx.	125	Annual Budget:	$41,500

8. Cooperative Training Programs for University Students - The Milwaukee Public Schools cooperate with a number of local and state colleges and universities in their pre-service programs of professional preparation for teaching and other careers in education. Each year, various elementary and secondary schools and several Central Office departments work with university trainees. Practical experience is afforded in the following programs: student teaching, intern teaching, National Teacher Corps training, school social work, psychological services, and educational research. Upon request, administrative internships and other special training opportunities are authorized to prepare interested students for service in urban school systems.

Since 1957, the Division of Municipal Recreation and Adult Education has operated a special program for recreation interns. These college graduates are provided with a variety of practical experiences and on-the-job training. They are paid for their services under the salary schedule for part-time employees in the Recreation Division.

No. of College Trainees*			
Student Teachers:	221	School Social Workers:	8
Intern Teachers:	35	Educational Research:	4
Nat. Teachers Corps:	14**	Recreation Interns:	4

B. Classified Personnel

1. Additional Secretarial Assistance to Schools - Because the implementation of the several ESEA projects has resulted in increased clerical needs in schools having a number of special projects, additional

* As of Semester II, 1966-67.
** Reported earlier.

secretarial assistance is being provided. In all, 16 elementary schools are authorized to receive part-time help and 11 secondary schools are authorized additional secretarial assistance on a full-time basis.

No. of Schools: 27
Clerical Workers
Authorized
Full-time: 11
Part-time: 16

Program Started: Fall, 1966
Source of Funds: ESEA
Annual Budget: $35,000

2. Secretarial Assistance for Federal Projects - The operation of many federal projects requires secretarial assistance to the staff members involved. For this reason, clerical assistance has been provided wherever project funds have been allocated for this purpose. Some 50 clerical and other non-professional positions have been authorized. This total includes ESEA library assistants in the schools.

Secretaries Assigned
to Federal Projects: 50

Source of Funds: Federal Programs
Estimated Costs: Included in Budgets of Federal Projects reported earlier

CONCLUDING STATEMENT

This report coversonly a part of the total educational program of the Milwaukee Public Schools. It does not review the regular offerings at the kindergarten, elementary, junior high, and senior high school levels. Nor does it cover all of the opportunities provided by the Board here that may not be available in other metropolitan school districts - such as teaching services for children of superior ability, the extensive program of conservation and outdoor education, the mammoth program of summer school classes, and certain instruction which is given to both public and non-public school students, like driver education.

Also omitted are statements about Board-approved programs that are still in the planning or organizational stages. These include a Study-Work Program for the Orthopedically Handicapped, a project designed to promote utilization of planetariums in two new high schools, and the Board's involvement in developing educational requirements for Milwaukee's "Space Center" project which is being funded under Title III of ESEA.

However, this report is complete enough to show the many, diversified attempts being made by the Board of School Directors to meet the special needs of Milwaukee's school children. It also serves to emphasize the complexity of an operation geared to help over 128,000 boys and girls

distributed throughout a city with an area of nearly 96 square miles. In 154 elementary and secondary schools, the Board continues to provide regular and special programs of instruction, guidance, and supporting services to all pupils on a full-time basis.

Finally, it should be noted that Milwaukee's Board is steadily building needed new facilities, actively recruiting additional staff personnel, and desperately seeking increased financial resources in its efforts to maintain quality education in the community's schools.

#

F/h
May, 1967

APPENDIX

Appendix A

CHRONOLGICAL DEVELOPMENT OF PRESENT SPECIAL PROGRAMS

Year	Program	Funds
1885 -	Educational Services for Deaf and Hard of Hearing	(BSD & State)
1907 -	Educational Services for Blind and Partially Sighted	(BSD & State)
1908 -	'Special C' Classes for the Educable Retarded	(BSD & State)
	Speech Therapy Program	(BSD & State)
1915 -	Schools for the Orthopedically Handicapped	(BSD & State)
	Home and Hospital Instruction	(BSD & State)
	'Special B' Classes for Underachievers	(BSD & State)
1948 -	Regular Program of Reading Improvement Services	(BSD & ESEA)
1951 -	Classes for the Trainable Retarded	(BSD & State)
1952 -	Psychiatric Social Work Services	(BSD)
1953 -	Services for Non-English Speaking Pupils	(BSD)
1957 -	Classes for the Emotionally Disturbed	(BSD & State)
1960 -	Orientation Centers for In-Migrant and Transient Pupils	(BSD)
	Non-Teaching Vice-Principals in Elementary Schools	(BSD & ESEA)
1961 -	Board-Sponsored In-Service Workshops for Teachers	(BSD & ESEA)
1962 -	Itinerant Teachers for Non-English Speaking Pupils	(BSD)
	School-Work Project for Adolescent Boys	(BSD & State)

Year	Program	Funds
1963 -	Special Staffing Formula for Central Area Schools	(BSD)
	Occupational Adjustment Program for Mentally Retarded	(BSD & State)
	Before- and After-School Reading Centers	(BSD & ESEA)
	'Swing Shift' Guidance Counseling	(BSD)
	School Referrals to State Employment Services	(voluntary)
	Field Counseling Service	(BSD)
1964 -	Elementary Enrichment Summer Schools	(BSD & ESEA)
	Study-Work Program for Emtionally Disturbed	(BSD & State)
	Elementary School Guidance Services	(BSD)
	'Project Destiny'	(UWM & private funds)
	University-Tutorial Programs	(voluntary)
	Cooperative Training Program in Business Education	(BSD & VEA)
	Wisconsin Telephone Company Visitation Program	(Telephone Co.)
	Youth Employment Projects	(voluntary)
	Increased Social Work Services	(BSD & ESEA)
	Intensive Casework Unit	(ESEA)
	Coordinator of School-Community Programs	(BSD)
	Three-Day Orientation Program for New Teachers	(BSD)
	Lay Worker Project in School Social Work	(BSD, ESEA, OEO)
1965 -	'Head Start' Kindergarten Centers for Four-Year-Olds	(BSD & OEO)
	Special Remedial Teachers in Basic Skills	(ESEA)
	Summer Program of Library Reading Rooms	(NYC)
	Neighborhood Youth Corps Program	(NYC)
	Classes for Children with Specific Learning Disabilities	(BSD & State)
	Child Study Center	(BSD)
	Special Opportunity School Program	(BSD & State)
	Orientation and Rehabilitation Centers	(BSD)
	Group Counseling in Secondary Schools	(BSD)
	Vocational Education Act Programs	(BSD & VEA)
	Increased Vocational Guidance (Voc. Educ. Act)	(BSD & VEA)
	Elementary Guidance in Remedial Teacher Program	(ESEA)
	'Project Upward Bound'	(OEO)
	'How to Get the Job You Want' Clinics	(voluntary)
	Company Visitation Program	(voluntary)
1966 -	Additional Instructional Resources	(ESEA)
	Elementary Art Experience Program	(ESEA)
	Elementary Music Experience Program	(ESEA)
	Special Physical Education Teachers - Elementary	(ESEA)
	Speech and Language Skills Program	(ESEA)
	Research and Instructional Units	(ESEA & Univ. of Wis.)
	Elementary School Instructional Resource Centers	(ESEA)

Year	Program	Funds
1966 -	Outdoor Education-Field Trip Program	(ESEA)
	Project in Secondary Language Arts	(ESEA)
	Project in Secondary Foreign Language	(ESEA)
	Project in Secondary Home Economics	(ESEA)
	Project in Secondary Mathematics	(ESEA)
	Project in Secondary Science	(ESEA)
	Project in Secondary Social Studies	(ESEA)
	Expanded and New Art Experiences - Secondary	(ESEA)
	Secondary Music Experience Program	(ESEA)
	Secondary School Instructional Resource Centers	(ESEA)
	Teacher Aides in 'Special C' Classes	(BSD & State)
	Increased Guidance Services	(ESEA)
	Social Improvement Program	(ESEA)
	Special College Tours	(ESEA & Fees)
	Increased Psychological Services	(ESEA)
	Increased Educational Research	(ESEA)
	Programmed Instructional Materials	(ESEA)
	Volunteer Teacher Aide Program	(BSD & State)
	Increased Supervisory Services	(ESEA, VEA, OEO)
	Department of Federal Projects	(Federal funds)
	National Teacher Corps Program	(BSD & HEA)
	Additional Secretarial Assistance to Schools	(ESEA)
	Secretarial Assistance for Federal Projects	(Federal funds)
1967 -	Study-Work Program for the Deaf	(BSD & State)
	Primary Mental Health Program	(BSD)

Appendix B

SCHOOL LOCATIONS OF PROGRAMS AND SERVICES MEETING SPECIAL NEEDS OF PUPILS

Semester II, 1966-67 School Year

I - CURRICULUM AND INSTRUCTION

A. Regular K-12 Program of Instruction

1. Instruction for Non-English Speaking Children (35 schools)

Audubon	Marshall	Steuben	West Division
Fulton	Riverside	Washington	
Lincoln	South Division	Wells Street	
Bartlett	Doerfler	Kagel	37th Street
Berger	Elm	MacDowell	24th Street
Brown	Field	Maryland	27th Street
Burdick	Fratney	Mitchell	Vieau
Cass	Grant	Oklahoma	Walnut
Curtin	Green Bay	Palmer	Whitman
			Wisconsin Avenue

2. Orientation Centers for In-Migrant and Transient Children (9 schools)

North Division — Wells Street

Field	4th Street	Hopkins	Wisconsin Avenue
5th Street	Hayes	Palmer	

3. Additional Instructional Resources (154 schools)

All elementary and secondary schools in city, as needed.

B. Compensatory Education Services - Elementary

1. Special Staffing Formula for Schools in Areas of High Population Density and Mobility (28 schools)

Auer	4th Street	Lloyd	12th Street
Berger	Garfield	MacDowell	20th Street
Brown	Holmes	McKinley	21st Street

Cass	Hopkins	Meinecke	27th Street
Clarke	Keefe	9th Street	Vieau
Elm	LaFollette	Palmer	Walnut
5th Street	Lee	Siefert	Wisconsin Avenue

2. 'Head Start' Kindergarten Centers for Four-Year-Olds (21 schools)

Allen	4th Street	Lloyd	Riley
Brown	Hopkins	McKinley	12th Street
8th Street	Kilbourn	Mound	20th Street
Elm	Lee	9th Street	27th Street
5th Street	Lincoln Avenue	Palmer	Vieau
			Walnut

3. Special Remedial Teachers in Basic Skills (22 schools)

Allen	4th Street	LaFollette	Siefert
Berger	Holmes	Lee	12th Street
Brown	Hopkins	Longfellow	21st Street
Cass	Keefe	MacDowell	27th Street
5th Street	Kilbourn	McKinley	Walnut
		9th Street	Wisconsin Avenue

4. Art Experience Program (28 schools)

Auer	Garfield	MacDowell	31st Street
Berger	Hopkins	McKinley	12th Street
Brown	Holmes	Meinecke	20th Street
Clarke	Keefe	9th Street	21st Street
5th Street	LaFollette	Palmer	27th Street
4th Street	Lee	Pierce	Vieau
Fratney	Lloyd	Siefert	Walnut

5. Music Experience Program (25 schools)

Auer	4th Street	Lloyd	Pierce
Berger	Garfield	MacDowell	Siefert
Brown	Holmes	McKinley	12th Street
Cass	Hopkins	Meinecke	20th Street
Elm	LaFollette	9th Street	21st Street
5th Street	Lee	Palmer	27th Street
			Wisconsin Avenue

6. Special Physical Education Teachers (11 schools)

Berger	Hopkins	Lee	Palmer
Brown	Keefe	Lloyd	12th Street
Holmes	LaFollette	MacDowell	

7. Speech and Language Skills Program (9 schools)

Dover	Holmes	Lloyd	Palmer
5th Street	Lee	MacDowell	Siefert
			Vieau

8. Research and Instructional Units (2 schools)

Cass	Holmes

9. Elementary School Instructional Resource Centers (13 schools)

Dover	Kagel	Mitchell	Story
Fratney	LaFollette	Mound	31st Street
Holmes	MacDowell	Palmer	27th Street
			Vieau

10. Outdoor Education - Field Trip Program (51 schools)

Allen	4th Street	LaFollette	Pleasant View
Auer	Fratney	Lee	Riley
Berger	Gaenslen	Lincoln Avenue	Siefert
Brown	Garfield	Longfellow	Story
Cass	Grant	Lloyd	31st Street
Clarke	Greenfield	MacDowell	12th Street
Congress	Hayes	McKinley	20th Street
Doerfler	Holmes	Meinecke	21st Street
Dover	Hopkins	Mitchell	27th Street
Elm	Jefferson	Mound	Vieau
Field	Kagel	9th Street	Walnut
5th Street	Keefe	Palmer	Wisconsin Avenue
Forest Home	Kilbourn	Pierce	

11. Elementary Enrichment Summer Schools (7 central locations)

Elm	LaFollette	MacDowell	Vieau
Forest Home	Lloyd	Palmer	

12. 1966 Summer Program of Library Reading Rooms (28 schools)

Allen	5th Street	McKinley	Story
Brown	Grant	Mitchell	Townsend
Bryant	Hopkins	Mound	12th Street
Burbank	LaFollette	Palmer	Victory
Congress	Lancaster	Parkview	Vieau
Engleburg	Longfellow	78th Street	Whitman
Field	Maple Tree	67th Street	Whittier

C. Compensatory Education Services - Secondary

1. Special Staffing Formula for Schools in Areas of High Population Density and Mobility (3 schools)

Fulton
Roosevelt
Wells Street

2. Strengthening and Remedial Program in Language Arts (11 schools)

Fulton
Kosciuszko
Roosevelt
Walker
Wells Street
King
Lincoln
North Division
Riverside
South Division
West Division

3. Project in Secondary Foreign Language (2 schools)

King
Riverside

4. Project in Secondary Home Economics (5 schools)

Fulton
Roosevelt
Wells Street
North Division
West Division

5. Strengthening and Remedial Program in Secondary Mathematics (6 schools)

Fulton
Kosciuszko
Roosevelt
Walker
Wells Street
Lincoln

6. Strengthening and Remedial Program in Secondary Science (2 schools)

Roosevelt
Riverside

7. Strengthening and Remedial Program in Social Studies (11 schools)

Fulton
Kosciuszko
Roosevelt
Walker
Wells Street
King
Lincoln
North Division
Riverside
South Division
West Division

8. Expanded and New Art Experiences (8 schools)

Fulton
Roosevelt
Wells Street
King
Lincoln
North Division
Riverside
West Division

9. Secondary Music Experience Program (6 schools)

Fulton	Wells Street	Lincoln	West Division
Roosevelt		North Division	

10. Secondary School Instructional Resource Centers (12 schools)

Fulton	Roosevelt	King	Riverside
Kosciuszko	Walker	Lincoln	South Division
Muir	Wells Street	North Division	West Division

11. School-Work Project for Adolescent Boys (31 schools)

Alljunior and senior high schools are eligible for referrals.

12. Neighborhood Youth Corps Program (19 schools)

Kosciuszko	Bay View	King	Riverside
Muir	Boys' Tech	Lincoln	South Division
Roosevelt	Custer	Marshall	Washington
Walker	Hamilton	North Division	West Division
Wells Street	Juneau	Pulaski	

D. Special Education Services - Elementary and Secondary

1. Schools for Orthopedically Handicapped Children (2 schools)

Caenslen Manitoba (Orthopedic Division)

2. Home and Hospital Instruction (All Schools in City)

All public and non-public school pupils in Milwaukee are eligible for service.

3. Educational Services for Deaf and Hard of Hearing (3 schools)

Neeskara Oklahoma Marshall

4. Study-Work Program for the Deaf (1 school)

Marshall

5. Educational Services for Blind and Partially Sighted (4 schools)

53rd Street Franklin Lincoln Avenue Kosciuszko

6. 'Special C' Classes for the Educable Retarded (55 schools)

Audubon	Sholes	Bay View	Madison
Edison	Steuben	Custer	Marshall
Fulton	Walker	Hamilton	North Division
Muir	Wells Street	Juneau	Pulaski
Roosevelt	Wright	King	Riverside
		Lincoln	South Division
			West Division
Allen	Elm	Kilbourn	Palmer
Barton	Field	LaFollette	Pierce
Berger	4th Street	Lincoln Avenue	Riley
Burbank	Garden Homes	MacDowell	Siefert
Carleton	Garfield	McKinley	Story
Cass	Holmes	Mitchell	38th Street
Congress	Irving	9th Street	Townsend
Cooper	Keefe	Oklahoma	Vieau

7. Teacher Aides in 'Special C' Classes (11 schools)

Allen	Carleton	Garfield	Mitchell
Berger	Field	Holmes	Palmer
Burbank	4th Street	LaFollette	

8. Classes for the Trainable Retarded (3 centers)

Liberty	Pleasant View	Townsend

9. Occupational Adjustment Program for Mentally Retarded (15 schools)

Bay View	King	North Division	West Division
Custer	Lincoln	Pulaski	
Hamilton	Madison	Riverside	Liberty
Juneau	Marshall	South Division	Pleasant View

10. Learning Impairment Program (5 schools)

a. Classes for Emotionally Disturbed Children

Grantosa	Hawley	Lancaster	Manitoba
			Riley

b. Classes for Children with Learning Disabilities

Grantosa	Hawley	Lancaster	Riley

11. Child Study Center (123 schools served)

All elementary schools in Milwaukee are eligible to make referrals.

12. 'Special B' Classes for Underachievers (5 schools)

Greenfield	38th Street	Morse	Walker
			Wells Street

13. Study-Work Program for the Emotionally Disturbed (pupils from 14 schools)

Edison	Bay View	Lincoln	South Division
Morse	Custer	Marshall	Washington
Peckham	Hamilton	Pulaski	West Division
Steuben			
Wright			

14. Regular Program of Reading Improvement Centers (99 schools)

Audubon	Peckham	Bay View	Marshall
Bell	Roosevelt	Boys' Tech	North Division
Edison	Sholes	Custer	Pulaski
Fritsche	Steuben	Hamilton	Riverside
Fulton	Walker	Juneau	South Division
Kosciuszko	Wells	King	Washington
Morse	Wright	Lincoln	West Division
Muir			
Auer	Field	Keefe	Philipp
Bartlett	5th Street	Kilbourn	Pierce
Berger	4th Street	LaFollette	Riley
Brown	Franklin	Lancaster	Siefert
Browning	Fratney	Lee	65th Street
Bruce	Garden Homes	Lincoln Avenue	Story
Burdick	Garfield	Lloyd	31st Street
Carleton	Grant	MacDowell	37th Street
Cass	Green Bay	Maple Tree	Trowbridge
Clarke	Greenfield	Maryland	12th Street
Congress	Hampton	McKinley	20th Street
Craig	Hartford	Mitchell	21st Street
Doerfler	Hayes	Morgandale	27th Street
Dover	Holmes	Mound	Victory
Elm	Hopkins	95th Street	Viesu
Engleburg	Irving	9th Street	Walnut
Fernwood	Kagel	Oklahoma	Whitman
		Palmer	Wisconsin Avenue

15. Before- and After-School Reading Centers (9 schools)

Edison	Morse	Walker	North Division
Fulton	Roosevelt	Wells Street	West Division
Kosciuszko			

16. Speech Therapy Program (154 schools)

All Milwaukee Public Schools are served in this program.

E. Social Adjustment - Rehabilitative Programs

1. Special Opportunity School Program

This study-work project is housed at Jewish Vocational Service.

2. Orientation and Rehabilitation Centers (3 schools)

Kosciuszko	Morse	Roosevelt-Lapham

3. Group Counseling in Secondary Schools (5 schools)

Edison	Fulton	Custer	Lincoln
			North Division

F. Other Developments in Curriculum and Instruction

1. Expansion of Vocational Education Program (senior high schools)

Trade and Industry (5 schools)

Custer	Marshall	Pulaski	South Division
			West Division

Business Education (13 schools)

Bay View	Juneau	Marshall	Riverside
Boys' Tech	King	North Division	South Division
Custer	Lincoln	Pulaski	Washington
			West Division

2. Cooperative Training Program in Business Education

Office Education (8 schools)

Bay View	Juneau	North Division	South Division
Custer	Marshall	Pulaski	West Division

Distributive Education (5 schools)

Juneau	Marshall	North Division	Pulaski
			West Division

II - SUPPORTING SERVICES

A. Guidance and Counseling

1. Increased Guidance Services - ESEA (11 schools)

Fulton	Walker	King	Riverside
Kosciuszko	Wells Street	Lincoln	South Division
Roosevelt		North	West Division

2. Increased Vocational Guidance - Voc. Educ. Act (9 schools)

Bay View	Custer	Marshall	Pulaski
Boys' Tech	Juneau	North Division	South Division
			West Division

3. Elementary School Guidance Services (5 schools)

Brown	Green Bay	Keefe	21st Street
			Vieau

4. Elementary Guidance in Remedial Teacher Program (22 schools)

Allen	4th Street	LaFollette	Siefert
Berger	Holmes	Lee	12th Street
Brown	Hopkins	Longfellow	21st Street
Cass	Keefe	MacDowell	27th Street
5th Street	Kilbourn	McKinley	Walnut
		9th Street	Wisconsin Avenue

5. 'Swing Shift' Guidance Counseling (1 school)

Fulton

6. Social Improvement Program (32 schools)

Kosciuszko	King	Lincoln	North Division
			West Division
Allen	Field	LaFollette	12th Street
Auer	5th Street	Lee	20th Street
Berger	4th Street	Lloyd	21st Street
Brown	Holmes	McKinley	27th Street
Cass	Hopkins	Meinecke	Vieau
Clarke	Kagel	Palmer	Walnut
Elm	Keefe	Siefert	

7. 'Project Destiny' (Students from 3 schools now at UW-M)

Lincoln	North Division	West Division

8. 'Project Upward Bound' (8 schools)

Custer	Lincoln	Riverside	Washington
King	North Division	South Division	West Division

9. Special College Tours (6 schools)

King	North Division	South Division	West Division
Lincoln	Riverside		

10. University-Tutorial Programs (10 schools)

Fulton	Wells Street	King	North Division
Roosevelt	Wright	Lincoln	Riverside
Walker			West Division

11. 'How to Get the Job You Want' Clinics (13 schools)

Bay View	Juneau	Marshall	Riverside
Boys' Tech	King	North Division	South Division
Custer	Lincoln	Pulaski	Washington
			West Division

12. Company Visitation Program (13 schools)

Bay View	Juneau	Marshall	Riverside
Boys' Tech	King	North Division	South Division
Custer	Lincoln	Pulaski	Washington
			West Division

13. Wisconsin Telephone Company Projects (senior high schools)

a. Special Visitation Program (5 schools)

King	North Division	Riverside	West Division
			Lincoln

b. Saturday Training Program (13 schools)

Bay View	Juneau	Marshall	Riverside
Boys' Tech	King	North Division	South Division
Custer	Lincoln	Pulaski	Washington
			West Division

14. Youth Employment Projects

Service is available to all secondary schools concerned.

15. School Referrals to Wisconsin State Employment Service (senior high schools)

All senior high schools make referrals as needed.

B. Psychological Services and Educational Research

1. Increased Psychological Services (63 schools)

Fulton	Roosevelt	Custer	North Division
Kosciuszko	Walker	King	Riverside
Muir	Wells Street	Lincoln	South Division
			West Division
Allen	Forest Home	Kilbourn	Pierce
Auer	4th Street	LaFollette	Pleasant View
Berger	Fratney	Lee	Riley
Brown	Gaenslen	Lincoln Avenue	Siefert
Cass	Garfield	Lloyd	Story
Clarke	Grant	Longfellow	31st Street
Congress	Greenfield	MacDowell	12th Street
Doerfler	Hayes	McKinley	20th Street
Dover	Holmes	Meinecke	21st Street
Elm	Hopkins	Mitchell	27th Street
Field	Kagel	Mound	Vieau
5th Street	Keefe	9th Street	Walnut
		Palmer	Wisconsin Avenue

2. Increased Educational Research

All schools having ESEA projects are included in educational research.

3. Programmed Instructional Materials Project (40 schools)

Allen	4th Street	Lloyd	Siefert
Auer	Fratney	Longfellow	Story
Berger	Garfield	MacDowell	31st Street
Brown	Holmes	McKinley	12th Street
Cass	Hopkins	Meinecke	20th Street
Clarke	Kagel	Mitchell	21st Street
Elm	Keefe	Mound	27th Street
Field	Kilbourn	9th Street	Viesu
5th Street	LaFollette	Palmer	Walnut
Forest Home	Lee	Pierce	Wisconsin Avenue

4. Primary Mental Health Program (2 schools)

Palmer	Whitman

5. Volunteer Teacher Aide Program (15 schools)

Bruce	Grantosa	Kilbourn	9th Street
Bryant	Green Bay	LaFollette	65th Street
Engleburg	Greenfield	Lancaster	Townsend
	Irving	Lowell	Victory

C. Pupil Personnel and School Social Work Services

1. Increased Social Work Services (schools in central city)

Nine additional school social workers are assigned as part of the general staff, making it possible to reduce the casework load of all concerned.

2. Field Counseling Services (154 schools)

All Milwaukee Public Schools are eligible to make referrals.

3. Psychiatric Social Work Services (154 schools)

All Milwaukee Public Schools are eligible to make referrals.

4. Intensive Casework Unit (50 families)

This service is extended to multi-problem families, upon referral.

5. Lay Worker Project in School Social Work (94 schools)

Fulton	Roosevelt	Boys' Tech	Marshall (Jr.)
Kosciuszko	Steuben	Juneau	North Division
Muir	Walker	King	Riverside
Peckham	Wells Street	Lincoln	South Division
			West Division
Allen	Forest Home	Kilbourn	Pierce
Auer	4th Street	LaFollette	Pleasant View
Bartlett	Franklin	Lee	Riley
Barton	Fratney	Lincoln Avenue	Siefert
Berger	Gaenslen	Lloyd	Silver Spring
Blaine	Garden Homes	Longfellow	66th Street
Brown	Garfield	Ludington	Story
Browning	Grant	MacDowell	38th Street
Bruce	Green Bay	Maple Tree	35th Street
Burbank	Greenfield	Maryland	31st Street
Cass	Hartford	McKinley	37th Street
Clemens	Hawley	Meinecke	Townsend
Congress	Hayes	Mitchell	Trowbridge
Doerfler	Hi-Mount	Mound	12th Street
Dover	Holmes	Neeskara	20th Street
Fernwood	Hopkins	9th Street	21st Street
Field	Irving	Oklahoma	27th Street
5th Street	Kagel	Palmer	Vieau
53rd Street	Keefe	Philipp	Walnut
			Wisconsin Avenue

Lay Workers also assigned to special programs:

Head Start Classes	Study-Work Projects at JVS	Intensive Casework Unit	Orientation Centers For In-Migrants

A. Professional Personnel

1. Non-Teaching Vice-Principals (30 schools)

*Auer	*4th Street	LaFollette	*Palmer
*Berger	Franklin	Lee	Siefert
Brown	Garfield	Lloyd	66th Street
*Cass	Green Bay	*MacDowell	12th Street

* Positions funded under ESEA.

*Elm	*Holmes	Manitoba	20th Street
*5th Street	Hopkins	McKinley	21st Street
*Forest Home	Keefe	9th Street	27th Street
		Oklahoma	Viesu

2. Increased Supervisory Services (154 schools)

The Board has provided additional services in keeping with staff expansion. In Federal Programs, project supervisors work with teachers and schools involved.

3. Department of Federal Projects (Administrative service)

This department serves the Superintendency, works with project personnel, and administers the Neighborhood Youth Corps Program.

4. Coordinator of School-Community Programs (Guidance Service)

The Coordinator, a member of the Guidance Department staff, works with many different elementary and secondary schools in various ways.

5. National Teacher Corps Program (4 schools)

5th Street	Viesu	Wells Street	King

6. In-Service Workshops for Teachers (Total professional staff)

All teachers, principals, and other certificated personnel are eligible to participate.

7. Orientation Program for New Teachers (Personnel concerned)

Principals and supervisors assist in orientation of 600-700 new teachers.

8. Cooperative Training Programs for University Students (Sem. II, 1966-67)

As a part of their pre-service education or a special graduate program, students from colleges and universities in southeastern Wisconsin are assigned as follows:

Student Teachers (69 schools)

Audubon	Peckham	Bay View	Madison
Bell	Steuben	Boys' Tech	Marshall

* Positions funded under ESEA.

Fritsche	Walker	Custer	North Division
Kosciuszko	Wright	Hamilton	Pulaski
Muir		Juneau	Riverside
		King	South Division
		Lincoln	Washington
			West Division
Allen	53rd Street	Hi-Mount	Palmer
Auer	4th Street	Kilbourn	Philipp
Bartlett	Franklin	Lancaster	Pierce
Brown	Garden Homes	Lee	Pleasant View
Carleton	Garfield	Liberty	Riley
Cass	Grant	Lincoln Avenue	65th Street
Congress	Grantosa	Lloyd	31st Street
81st Street	Green Bay	Maryland	Townsend
82nd Street	Hampton	Mitchell	12th Street
Elm	Hartford	Neeskara	21st Street
Fernwood	Hawley	Oklahoma	Vieau
			Whitman

Intern Teachers (20 schools)

Bell	Peckham	Walker	Riverside
Muir	Steuben		
Cass	Grant	Keefe	9th Street
4th Street	Happy Hill	Longfellow	67th Street
Garfield	Irving	MacDowell	12th Street
		Mitchell	27th Street

National Teacher Corps Trainees (4 schools, as reported in Item #5)

5th Street	Vieau	Wells Street	King

School Social Work Students (2 schools)

MacDowell	Marshall

Educational Research Students

Department of Psychological Services and Educational Research

Graduate Recreation Interns

Division of Municipal Recreation and Adult Education

B. Classified Personnel

1. Additional Secretarial Assistance to Schools-ESEA (27 schools)

Fulton	Roosevelt	King	Riverside
Kosciuszko*	Wells Street	Lincoln	South Division*
Muir		North Division	West Division*
Allen	Congress	Kagel	Story
Berger	Garfield	Longfellow	31st Street
Cass	Grant	MacDowell	Vieau
Clarke*	Holmes	Mitchell	Wisconsin Avenue

2. Secretarial Assistance for Federal Projects

Secretaries assigned to departments or offices of project staffs.

* Position vacant